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ABSTRACT

Five articles in this issue of the ERIC/CAPS newsletter discuss and survey areas that have direct implication for "The Counselor and the Current Scene." The areas are: (1) aggression; (2) parent counseling; (3) college admissions for the culturally distinct; (4) role modeling with the disadvantaged; and (5) in-service activities. Other articles in this issue include: news of ERIC/CAPS center activities and publications; a survival kit for student personnel in community colleges; and a column by Garry R. Walz, Director of ERIC/CAPS, on the new direction of the CAPS publications program. (JM)

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Society is changing. Are counselors changing with it? We at ERIC/CAPS think they are. During the last year we've been observing, reading, conducting workshops, and systematically taking note of the trends that are developing for research and practice in the fields of counseling and personnel work.

One trend is the emphasis on the new role of the counselor in the current society. As we enter the decade of the Seventies, much is being written which implores the counselor to "get involved"—to look at, investigate, and change education and the educational process. Counselors have been encouraged to take a stand, to explore the relevancy of what they have to offer, to facilitate change and to be sensitive to the inequalities and voids in our society.

In short, the identity of counselors is changing. In order to function as a counselor today, one must feel secure as an individual. As counselors gain new understanding of themselves, increased attention must be given to them in their roles as activists, humanitarians, or existentialists.

What is the new role for counselors? One frequently recurrent need is the education of the coun-

selor for relevancy. There is a correlative emphasis on the behavioral approach to counseling. What about the philosophies which underlie the theories of counseling practice? They must parallel the changing philosophies of society, of the clients counselors serve. New methods and approaches are emerging that have to do with the education of prospective counselors.

This is a time when there is much talk about the "counter culture." It is apparent that research is taking place that pays special attention to, not only the counter-culture, but to the subcultures—ethnic and other minority groups, which have existed in the American culture for many years, but whose indigenous needs have been ignored. Now they are labeled the "disadvantaged," or the "culturally different." We are beginning to study their needs as individuals, the effect of their background on vocational and career exploration or on college admissions and survival. What implications will this research have on the practice of counselors? Are counselors relating to these needs? Are they cognizant of the research?

# the counselor and the current scene

There is a trend which places the counselor or personnel worker in the position of change agent. Much is being said about counselor effectiveness, and new testing instruments are being developed to assess that effectiveness. Individual counselors are sensing a need to evaluate their performance; they feel challenged to develop an awareness that allows them to empathize with counselees. There is also a continued emphasis on accountability.

There is a great interest in assessing counselor effectiveness in terms of operational definitions. What is it that counselors want to do? Can they do it? If so, how do they do it, or how will they do it? New ways of investigating human interaction are being developed as well as new techniques of "helping people to help people." The behavioral scientists have been flooding the profession with articles, books, reports, procedures, and monographs which discuss in detail the point of view and modus operandi. They speak of goals for counseling. These goals can be defined in operational terms so that a success rate can be measured. There appears to be more of this type of work needed in counseling—more hard research is needed on counseling practices and their effects.

New concerns are also developing for counselors in the area of the law. Counselors' responsibilities to themselves, their clients, and society will require further and more detailed analysis and synthesis of the law for understanding by counselors. Counselors show a desire to be informed on civil liberties as they affect, not only themselves, but also their clients and administrations. The new role of the counselor carries with it a position as advocate or intermediary. There are also questions to be answered in the area of confidentiality of the counselor-client relationship. In addition, new attention is being focused on the validity of state laws for certification of counselors.

As the role of the counselor evolves, correlative developments have new significance to the counseling profession. The use of technology is on the increase; computers are being used for administrative duties, and for information support of vocational counseling. One area of current popular interest is the use of support personnel, or paraprofessionals, to free the counselor for the more challenging aspects of his professional role.

In the future, better planning has to be applied in the education of counselors and other personnel workers. More work is needed to develop an interdisciplinary approach to training as well as to program development. The programmatic aspects of training—specialized training procedures and activities that have proved successful in one area—need to be researched, reviewed, and documented.

Very little attention has been paid to the area of selection of individuals for counselor training. However, as new and demanding roles are seen for the counselor in today's society, this is a consideration which cannot be taken lightly.

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Counselors are bombarded in the professional literature with categorical imperatives. They are told they must be planning for the future as well as solving the problems of the past. They must take part in teams that use an interdisciplinary approach to training and programming; they must look at programs and techniques that have been successful in one situation and see how these can be transferred, modified, and used in other situations. Counselors are further called upon to look at their own setting. They're told, "Do something about your selection procedures; support your professional organizations; be politically active."

The counselor is told to build a second ark from materials that represent only what is good and durable—uncontaminated by the evils of present or past—and to make that ark capable of supporting and using modes and techniques that have not yet evolved. He is given little more than a paddle with which to navigate an uncharted and dangerous river, but he is expected to know where he is going, and to get there yesterday. This analogy, though a bit exaggerated, is reflective of the position of the school counselor today. Obviously no individual counselor can respond to all the demands being made upon his time, energy, and intellect. He can, however, define his problem population or his goals within the parameters of the current scene. Knowing this, he can utilize ERIC/CAPS for information gathering and synthesis.

In the process of collecting, selecting, abstracting, indexing, and analyzing the documents for input in the ERIC system, certain research studies, program descriptions, review papers, and combinations of these appear to have implications and applications for the counselor in the current scene. This issue of CAPS CAPSULE will introduce and explore some of those areas and associated selected documents which will offer to practicing counselors and other educators viable approaches for meeting the increased demands for innovation, accountability and action.

The following areas and documents have been selected, not because they have heuristic value for researchers, or because they will entertain or assure the busy educator that he is aware of the latest current theoretical debates, but because these areas and documents have practical value for improving educational programs and for making counselor behavior congruent with the new demands. ●

# responding to aggression

by Marlene B. Pringle

ONE OF THE MOST CONFRONTING critics of the establishment during the last few years has been the student population. School boards, administrators, teachers, and counselors are chided and sometimes blamed by parents and politicians for the student protests which occur. School personnel, conversely, chide and blame the political structure and parents. Some members of all these groups applaud the student confrontations; others find the student activity reprehensible and pompous in view of the students' dependent status and lack of political experience and responsibility.

As much as people may vary on the issue of student protest, the average American — whether establishment or new generation, whether child or parent, whether school personnel worker or student — does not generally condone violent confrontation. Many people want to change society, but few want to make these changes by utilizing violence. Even some students who might appear to advocate great violence are, I suspect, yelling loudly and carrying a soft pillow rather than "speaking softly and carrying a big stick." A recent journal article by Leonard Berkowitz on hostility catharsis suggests that those people involved in working with students may still be able to choose whether they want to respond to a carefully-aimed soft pillow or to a carelessly-aimed big stick. In a time when the possibility of dealing with individual or with group violence is ever present for the counselor, Leonard Berkowitz' review paper on aggressive behavior, "Experimental Investigations of Hostility Catharsis," has some helpful implications for the practicing counselor.

Berkowitz challenges the Freudian concepts of displacement and sublimation of aggression; he also challenges the traditional Lorenzian energy model of aggression (man has innate aggressive drives which require an outlet). Berkowitz states that advocates of the catharsis doctrine "assume that the trials and tribulations of life result in a build-up of anger which ordinarily does not subside unless the emotion can be discharged in aggressive action or displaced, sublimated, or transformed (p. 2)." He finds this view much too simplistic in his examination of the research on aggression — research which indicates that the

environmental conditions under which aggression is expressed or witnessed are likely to determine the extent of further aggression.

Berkowitz points out that the effects of watching aggressive actions by others is dependent upon the conditions connected with the expressed aggression. Witnessed aggression can increase the probability that the viewer will act aggressively when the aggression is presented as paying off, as being unjustified or horrible tends to decrease the probability of violence on the part of witnesses. (There seems to be a clear indication here that violence in movies and television might better be of the bloody and repugnant "Bonnie and Clyde" variety than the usual, clean, quick deaths.)

The infamous Chicago convention did not lead to less aggression. Those who were sympathetic with the police felt that student activists deserved more of what they received; those who were sympathetic with the students felt more hostility toward police. I doubt that anyone watching the screen — hardhat or student — felt a cathartic release of aggressive tension.

Berkowitz summarizes what he feels are the real reasons people enjoy watching aggression:

There is little doubt that many people find pleasure in watching others fight. What I doubt is that this pleasure necessarily signifies a long-term reduction in some aggressive drive. Sometimes the pleasure stems from the ebb and flow of excitement; the game or match is simply an exciting event which is pleasant through the build-up and decline of internal tension. Angry people, or persons with a history of aggressive behavior, are apparently particularly inclined to seek out such aggressive scenes (Eron, 1963). But again, this seems to be due to the reinforcing quality of such scenes for them rather than being due to a discharge of aggressive energy. (p. 5).

He suggests that the sight of someone being hurt is generally reinforcing for angry people, but he also indicates that this sight is likely to lead to tension reduction only when the person being injured is the true object of the aggressive feelings

aroused in the witness. He suggests, however, that this is not always the case.

We may stop or refrain from attacking our frustrater when we learn that he has been injured sufficiently, and we may feel much better than before. Retribution has been achieved. But this could well be only a temporary affect. Our aggressive habit has also been reinforced, so that, consequently, over the long run there actually is a greater likelihood that we will attack someone in the future (p. 6).

Berkowitz seems convinced not only that displacement does not work at all, but that techniques for handling hostility depend upon previous conditioning.

A series of experiments by Hokanson and his students provides pertinent physiological evidence (Hokanson & Burgess, 1962; Hokanson, Burgess & Cohen, 1963; Hokanson & Edelman, 1966). The college students in these investigations displayed a marked increase in systolic blood pressure after being insulted by E, and then showed a quick reduction in systolic pressure after they had an opportunity to give their tormentor electric shocks. The researcher found that there was a much slower decline in physiological tension (i.e., in systolic pressure) when the angered S attacked someone other than his frustrater. According to this research, displacing hostility is no more effective than no aggression at all in reducing physiological tension. The Hokanson studies also demonstrated that physical activity, in and of itself, does not lead to the rapid decline in systolic pressure, even when the motor responses are the same as those involved in the attacks on the frustrator. The Ss had to believe that they had attacked, and presumably hurt, their tormentor if the rapid decline in systolic pressure was to occur. More recent experiments in this program (cf. Stone & Hokanson, 1969) suggest the cause of the decline in vascular response. Rather than being indicative of an energy discharge, the

physiological tension reduction stems from prior rewarding experiences. That is, the rapid drop in blood pressure following aggression comes about to the extent that the person had previously learned that injuring his frustraters is rewarding or gratifying (p. 5, 6).

Berkowitz seems to feel that the expression of aggression is not the panacea many would like to believe it is. His general conclusion is that "aggression is all too likely to lead to still more aggression."

There are some implications for counselors in Berkowitz's view of aggression. For example, if one has hostile feelings toward his father, is it really helpful for him to beat on a chair to let those feelings out (a technique sometimes used in sensitivity groups)? Beating on a chair may serve some purpose, but I suspect that it would not necessarily get rid of the hostile feelings for the father. Perhaps the student must either learn to constructively confront the father, or, if that is impossible, to tolerate the father.

In his critique of Berkowitz, Holt suggests that the "constructive expression of anger" is a legitimate reaction to aggressive urges.

What I miss most in his [Berkowitz's] paper is any recognition that not expressing anger can be maladaptive. Berkowitz is aware that some people hold such a point of view, but his reference to it is almost contemptuous and betrays his failure to make the crucially important distinction between constructive and destructive expression of anger.

In constructive expression of anger, the situation is implicitly conceived of as a non-zero-sum game — that is, as an interpersonal transaction in which there can be more than one winner. An important underlying assumption and wish of the constructively angry person is to establish, restore, or maintain a positive relationship with the other. He acts and speaks in such a way as to give direct and



genuine expression to his own feelings, while maintaining enough control so that their intensity is no greater than what is necessary to convey their true quality. (Thus, it is a mistake to believe that anger is not constructively expressed unless all the stops are pulled out.) If I am angry at you, it is essential if I am to express it constructively that I communicate fully and clearly how I see what happened and how it affected me, so as to get you to see why I feel the way I do. (p. 8, 9).

The counselor is probably much more helpful when encouraging students to use their anger constructively, as Holt suggests, rather than encouraging the student to use sublimation or displacement.

The role of the counselor might be to work with as many students and others as possible and to help them understand the nature of aggression and of their own rhetoric — particularly as it relates to real violence. Like the counselor, each student should know the dynamics of aggression and then make his own choices in the rhetoric and methods he wishes to employ in making social changes. American society seems to be accepting social change, "but ignoring the corollary that aggression leads to more aggression."

Berkowitz would, I think, agree that aggression must be dealt with in some way, but his reinforcement model puts a great deal of responsibility on those who are to respond. He seems to suggest that when aggression occurs and the outcomes are favorable for the aggressor, he will most likely be aggressive again. This is not to say that counselors should never sanction violence, but it clearly indicates that one must be aware of the possible outcomes of his approval. There is, no doubt, such a thing as justified violence; societies, in fact, usually attempt to define this concept in their legal codes. (The degree to which this concept is defined to provide equal justice for all members of a society, rather than for the benefit

of special and powerful groups, may well be a measure of the essential humanity of the society.) The counselor, however, must be aware that unless he clearly views the aggression as justified, his endorsement may well encourage more of the same behavior in similar situations. When the cure is worse than the disease, one should perhaps tolerate the disease until a better cure comes along. When the cure is not as terrible as the disease, one should perhaps opt for the cure even if it leaves a bad taste in one's mouth and has unpleasant side effects.

The point I am making is that when one is dealing with students and with societal issues, he better know where he stands on the issue as well as with the students. It is possible to be the students' advocate even if the counselor is on a different side of the issue, but I would suggest the counselor's behavior might be considerably different when he finds that students are ready to utilize violence unjustified by the situation.

The quicker one can become responsive to the rhetoric backed by pillows, the less likely it is that the rhetoric of the pillow fighters will be around to sanction the sticks of those who are seeking real destruction. For it is this peer group of pillow fighters who will prove to be much more influential than any counselor or other non-student in controlling the general level of aggressive behavior among students. ●

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# parent counseling

by Carol K. Jaslow

**A** FRESH BREEZE is blowing over the offices of the school counselor; from most indications it is a welcome sign. Until recently, most counselors only contacted parents when a need for disciplinary action existed; parent contact was a last resort. Pupils dreaded the note sent home that requested a conference; parents often resented the intrusion of the counselor into "family business," despite their real concern for their children. It was natural for the parents and the students to look upon the counselor with suspicion and distrust in this role.

A new mood, however, is being felt in the office of the counseling staff. Schools and counselors have adopted a preventive approach which serves several purposes: (1) the counselor strives to prevent distress for both pupils and parents by working with parents before learning or discipline problems develop; (2) the counselor can attempt to establish a lasting, cooperative parent-school relationship through working with parents in a nonthreatening atmosphere; and (3) the counselor can elevate his own image to encourage a continuing, helpful atmosphere by helping to create a more positive learning atmosphere for the pupil.

There is, in counseling literature, a recognition that the school cannot function for the good of the student if it operates in a vacuum. Schools indicate, through the use of such preventive approaches that they must be aware of the pupil as part of a family constellation, with concerns and attitudes which help shape him; they recognize that education does not start and stop at the classroom door; and they recognize that parents can be of great help to both teachers and counselors in working with their children in academic and personal achievement.

Recent attempts at parent cooperation have been concerned with two major areas of counselor interest — behavior modification and improved achievement. Parents, especially mothers, are being involved from the preschool level through the high school level to upgrade academic performance and social behaviors.

Night counseling with parents is one method being used, particularly in geographic areas

where parents work, where mothers have younger children to care for, or where transportation problems exist. This is one method of counseling which deserves more consideration from practitioners. One innovative approach that involves parents in a positive way was a series of evening sessions with the counselor in a high school — first, on an individual basis, and later, on a group basis — for the purpose of planning programs for their sons and daughters who were graduating. Although evening work is an added burden to a counselor who is already overburdened during the daylight hours, it seems the counselor-parent rapport created in evening sessions would justify arrangements for other time off for the counselor.

Group counseling with underachievers and their mothers is another area receiving considerable attention, which has favorable implications for increased use by counselors. The most successful treatments in this area seem to occur when adolescents and their mothers received group counseling in separate sessions: improved grades, however, occur as often when counselors work only with mothers. This finding would suggest the importance of working with mothers of adolescents in an effort to upgrade the motivational level of the home. Although working with mothers alone would save time and effort, working with the student indicates an interest on the part of both the parent and the counselor; working only with the parent might create mistrust between the student and his parent or between the student and the counselor — the opposite of the desired result.

Other attempts to encourage mothers to participate in the education of their children are evidenced in the preschool programs, notably Head Start. One program is in a parent cooperative nursery school in Kansas City, Missouri. The mothers participated in a parent training program that consisted of tutorial training in a series of lessons that were designed to teach preacademic skills and concepts to the children. In lessons on classroom management the mothers learned to manage pupils and to provide good social learning experience in group situations. Mothers were coached to praise correct child behavior and to

help the children before they made mistakes — either behavioral or academic. Mothers were also encouraged, through play activities with the children, to expect completion of tasks before the children could move to another area, thereby creating a well-ordered environment for both work and play.

The results of this project indicate that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills that use positive reinforcement methods. One implication is that where parents are unable to manage their own lives effectively, they encourage by example the same negative behaviors in their children, and until the cycle is broken with outside assistance, the pattern is likely to continue. Once parents, particularly mothers, receive the necessary counseling to help them understand their behavior sufficiently to be of assistance to their children, they provide an excellent source of free help to the schools in the development of children.

Once parents have been introduced to counseling, the sessions can be expanded to encourage change in attitudes toward education so they may pass along more positive impressions to their children. In this way, perhaps the cycle of educational disdain held by so many of today's parents can be broken before it becomes engrained in their children and passed on to yet another generation.

A new concord can be reached as schools and counselors recognize the important part parents can play in the academic development of their children, and as parents recognize the part the schools are trying to play in the social development of their children. Perhaps the future will see more emphasis on the family rather than less as has been predicted by anthropologists and sociologists. ●

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## college admissions for the culturally distinct

by Thomas A. Butts

**D**URING THE FIRST HALF of 1970 the amount of research reported on college admission of and supportive services for culturally different students was second only to that of campus unrest.

Many institutions are committed to changing the social-racial-cultural compositions of their student bodies to include blacks, chicanos, American Indians and poor people in numbers which are representative of their distribution in the total population. It has not been easy to translate this commitment into workable programs that accomplish both the goals of increasing the numbers of culturally different students and of providing the students with a satisfying and successful educational experience. This commitment has, however, brought about a reexamination of almost everything a college does; these changes have, in turn, been beneficial to the entire student body through an increase in the quality of the curriculum.

This article is a brief review of several documents that appeared in counseling literature in 1970 containing ideas or techniques that might be helpful to those engaged in the admission and support of culturally different students. While an approach used at one college may not work at another, a sharing of experiences might help to lower the duplication of failure that we have observed.

Davis and Welty in "The Old System and the New College Students" suggest that colleges and universities are moving rapidly to accommodate in their student bodies those with social and cultural backgrounds distinct from the predominant population on their campuses. It is expected that minority students, particularly blacks, can benefit as individuals from higher education and, at the same time, enrich the educational experience of the entire student body. The recruitment, selection and retention of black students, however, presents an educational challenge, since in many cases the old system is not prepared to serve the new student.

The cultural bias in traditional selection criteria — tests, grades, interviews — has been well

documented. Astin suggests a trend toward random selection and an open door policy. Blacks have questioned the validity of traditional admission criteria since the early 1960's. Institutions will have to change if they wish to serve black students. The lack of well defined and administered programs of supportive services has created problems, and the compensatory approach runs a high risk of destroying the self-image of the participating student.

Oberlin College attempted a creative addition to the admission process. It tried to assess the student's ability to survive in an alien culture by determining his degree of "hipness." While this skill may not reflect itself in the quality of his schoolwork, it might be reflected in his ability to compete for the scarce resources within the black community. To determine the "hipness" variable, black applicants were interviewed by persons who were familiar with both the black culture and the specific academic community. Each applicant was also screened in the traditional manner. Three groups of students were admitted: (1) a group that was screened under traditional criteria and were not considered "hip"; (2) a group that met both traditional and "hip" criteria; and (3) a group that was screened only on the basis of "hipness." At the end of the first term, no significant difference was noted in the academic performance of the three groups, suggesting that "hipness" can make a difference.

The report suggests the need for further study of this practice. However, there is no mention of the need to examine student satisfaction with his experience as well as academic performance. The paper further indicates the need for rigorous evaluation of innovative new techniques utilized in programs to increase minority enrollments. The model utilized at Oberlin might well be useful at other institutions dealing with the challenge of admitting black students to a culturally hostile environment before it can be changed.

Spuck and Stout reported on "Predicting College Success Among Minority Youth: An Analysis in Highly Selective Colleges." Using both cognitive and personality measures, an attempt was made to predict the success of students admitted to Claremont College through the Program of Special Directed Students. The 32 students generally were chicanos with academic records below the average of the entering class.

The traditional predictions of academic success were generally not valid in their application to chicanos; personality variables, however, were useful. One interesting observation was a high religious orientation among chicanos with higher grade point averages.

The small sample in this report, based on one institution may raise questions about the desirability of generalizing to other schools. It made no attempt to do this, however. The significant result was that there may be different cultural and personality variables among various minority groups that help to predict academic success.

In a related study, Sjogren draws parallels between the response of admissions officers to develop special selection techniques for foreign students, and the response to the educational aspirations of indigenous, culturally distinct groups in the United States. He says:

My case is this — if we have been able to increase our expertise in the admission and placement of foreign students to the point where we can now claim administrative and humanistic respectability, why with a similar set of conditions and a similar set of tools with which to work, can we not apply similar techniques in the admission and placement of disadvantaged students? Why must we say as many did in the 1950's about foreign students, that "we would like more of them but the good ones are hard to find?" Why must we constantly deny the black student because he has a low

verbal score or inadequate finances, or he is from an inferior school system? Incidentally, there have been a lot of successful foreign students from countries where the educational systems are not at the qualitative level of some of our inner-city ghettos or rural areas. I think it should be quite obvious to all that if we are willing we can develop positive action programs that will work toward the elimination of the educational hypocrisy with which we are now associated (p. 23).

Mitchell describes "The Black Experience in Higher Education" and explains the Washington University response to that experience. He describes new approaches to orient blacks to the academic community; he also describes an individual approach to counseling.

The model utilized at Washington University follows a "regular admission with necessary supports" approach rather than the "college within a college" trend. The Educational Opportunity Program staff serve as change agents, eliminating blocks in existing services and programs that interfere with the opportunity student's chances for a successful and satisfying educational experience. In a more personal sense, students in the program can utilize the staff as counselors or ombudsmen. The total approach is that of building change and supports into the entire system with long term impact objectives.

Traditional selection criteria appear to be an increasingly unsatisfactory basis for admissions decisions designed to relate the crude academic success of minority students to the more subtle issues measured by satisfaction, survival, and career performance. Many appear interested in developing new techniques to compliment those now used. The innovative "hipness" approach to selection utilized by Oberlin and the "change agent" approach to supportive services at Washington University offer promise. Skills developed in the selection and support of foreign students clearly have implications to cross-cultural issues

on the domestic scene. The significant variable found among chicanos (e.g., religious attitudes) differs no doubt from other groups, and from a macro point of view, suggests a highly individualistic approach to the development of selection criteria and supportive services for culturally distinct groups on a given campus. ●

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# role modeling with the disadvantaged

by Don K. Harrison

**A**S PRACTICING COUNSELORS working to improve the employability of disadvantaged persons, you may recognize these problems:

It is difficult to communicate the desired behavior to the counselee.

The counselee does not understand the complexities that are involved in the counseling process.

It is difficult to furnish feedback to the counselee that he readily understands.

Role modeling and role playing are procedures which have implications for dealing with the preceding counseling problems. These procedures may also be partial answers to those who criticize the inability to determine counseling outcomes.

Role playing is a procedure whereby the individual has the opportunity to act as though he is in the situation of another. Whokling and Weiner differentiate between structured and spontaneous role playing, indicating that the basic objectives of structured role playing typically focus on the development of proficiency in some areas of work or job rated skill, while spontaneous role playing has typically had as an objective human relations -- increasing understanding of self and others. Historically, the development of spontaneous role playing (psychodrama) had its origin in psychiatric settings.

This article will be concerned more with the structured role playing where the specific sets of behavior to be acted out are clearly demonstrated; the counselee has the opportunity to practice the behaviors under consideration; and the counselee is furnished immediate feedback-reward or nonreinforcement in response to the behavior displayed. A model has been used in role playing with disadvantaged job trainees.

Role modeling is a procedure in which the counselor or some other "high status" person models or demonstrates the behavior that is to be instated. The model also explains the conditions

or situations in which the behavior is to occur. The behavior that is being modeled is performed at levels of acceptance that the client should seek to achieve.

Achieving harmony within the environment may be viewed as a continued life process, requiring an individual to adopt initially to home and subsequently to a variety of subcultures including school and the industrial-business setting. The goal of role playing is the acquisition of a repertoire of adaptive behaviors for functional use in varying environments and situations. Counselors concerned with employability development of the disadvantaged poor who may have had limited contact outside of their immediate surroundings, who are unsophisticated in social interaction, and who lack knowledge of the necessary behaviors for the job interviews may find the following described approaches useful.

## Role Modeling and Role Playing

Gordon and his associates developed a manual for practitioners, vocational workers, and counselors that furnishes principles, practical applications, and literature support presented simultaneously in the format. The manual was developed with the assistance of the Labor Department and six agencies involved in poverty programs.

This manual is divided into six major sections

- I. Introduction. (a) Definition of Terms, and (b) Behavior to be Modeled.
- II. Drawing Attention to the Model's Performance. (a) Making a Contract with the Client, (b) Planning for the Use of Models, (c) Specifying Cues, (d) Consistent Models, and (e) Practicing Behaviors.
- III. Role Playing. (a) Uses of Role Playing, (b) Timing of Role Playing, (c) Sequencing the Role Playing, (d) Starting the Role

Playing, (e) Individual Role Playing, and (f) Special Role Playing Situations.

- IV. Reward. (a) What Rewards Are, (b) Definition of Terms, (c) Rewards from Model to Client, (d) Reward from Others to Clients, (e) Feedback from Clients to Models, (f) The Importance of Rewarding the Model, (g) Client's Expectations of Being Rewarded Like a Model, (h) Self Rewards, (i) Direct Rewards to Clients, (j) The Timing of Rewards, (k) Frequency of Rewards, and (l) Use of Rewards in the Contract.

- V. Characteristics of Good Models. (a) The Expert as Model, (b) The Controller of Rewards as Model, (c) Prestige as a Basis for Being a Model, (d) The Role of Similarities, and (e) Bases of Similarity.

Vi. Putting the Manual to Work.

The following is an example from the manual to illustrate the layout, where principle, practical application, and theoretical support are simultaneously presented.

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- 3 -

III. ROLE PLAYING (cont'd)  
A. Uses of Role Playing (cont'd)

PROBLEM-SOLVING:

To review a problem and practice different ways of handling it.

AOC participants frequently reported failure at handling a job interview effectively. Workshop leaders found that it was very productive to have the man reenact the interview and then force the man to do something differently by giving direct orders to him, somewhat like a stage director, e.g., "You're not looking at the 'employer.' Make eye contact with him and hold it!" or "You shuffled into the room. Walk in," and so forth.

More informally, a counselor might go over an unsuccessful interview with a client by asking the client to tell him just what the interviewer had asked and how the client had answered. From time to time in the recounting, the counselor might explain what the interviewer might have had in mind when he asked a certain question (e.g., "He was probably trying to find out if you are a steady worker") in order to help the client give better answers (e.g., "If someone asks you that question again, why don't you tell him that you were never absent from the training program at the Skills Center?"). If the counselor then says, "Let's make believe I'm the employer and I've just asked you that same question, what would you answer?" and the client tells him, then it is a kind of miniature role playing as a way of getting practice at a different way of handling a situation.

Moreno (1952), Chesler and Fox (1964), and Corsini (1966) all speak of being able to re-create and play back an event as many times as needed in order to understand how the individual performed in the situation and then evolve more effective ways of behaving in similar situations.

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### Social Skill Seminars

Drawing heavily upon Woolman's postulate of cultural asynchrony and Dollard and Miller's concept of tension reduction and reinforcement, Northern Systems Company of Detroit developed a series of Social Skill Seminar scripts designed to create a learning dilemma for disadvantaged job trainees. It is hypothesized that in order for the individual to change response patterns, he must be placed in a situation where his old responses will not be reinforced. Thus, when expected rewards are withdrawn or are not forthcoming, new responses may occur and, if rewarded, will be learned.

Trainee behavioral goals are emphasized in the design of the Social Skills Series utilizing a program and process lattice to depict goals and activities as noted in Figure 1. The program lattice is a structure of trainee goals, objectives and sub-objectives, while the process lattice reflects the activities required in order to achieve specific subgoals.

Each script, utilized by a group leader establishes the goal and the topics of the session:

1. An initial sociodrama portrays a trainee within a specific situation striving for a personal goal. Other individuals in the script are "high status" people, e.g., personnel man, foreman, etc.
2. In pursuit of the goal, the trainee behavior is inappropriate for the given setting and the behavior does not lead to goal attainment.
3. The observer trainees visualize themselves working for the same goal through the role player trainee and vicariously experience his lack of success and tension development.
4. Following the sociodrama, the group leader, utilizing questions from the script, encour-

ages the trainee group to react to the behavior of the role player trainee.

5. A final sociodrama is enacted which shows the role player trainee using appropriate behaviors discussed during the questioning period in order to obtain the goal presented in the initial script.
6. Theoretically the final script decreases the disparity between inappropriate and appropriate behaviors and serves to reduce tensions as group members vicariously experience goal attainment.

Numerous behavioral postulates may be derived from the assumed dynamics involved in the Social Skills Seminars. Behaviors that enable one to achieve personally desired goals are more rapidly learned. Behaviors that result in goal achievement produce satisfaction and tend to be repeated. Efforts that fail to achieve desired goals produce frustration and having a goal without means to achieve them creates tensions. The manner in which an individual behaves toward another directly influences the behavior of the other. The transfer of behavior from one situation to another will depend upon the similarity of the situations.

Here is a brief list of some topical examples of the prepared sociodramas that help the job trainee play the "winning game."

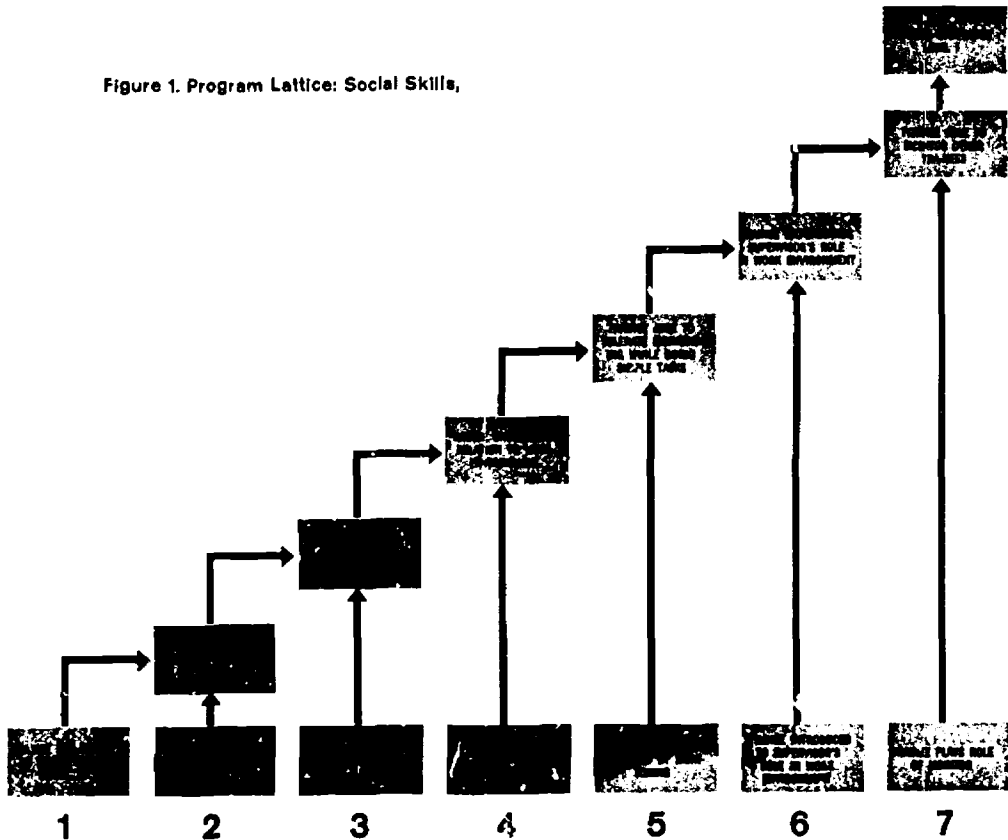
Eliminate Prejudice from the Work Situation.  
The Job Interview.  
Know Your Hours of Work.  
Know When to Ask a Co-Worker for Help.  
How to Talk to your Boss about Adjusting Hours of Work.  
Drinking and Gambling on the Job.  
Reporting to Work Late.

In conclusion, jobs are often lost due to the inability of the worker to display the behaviors



H  
G  
F  
E  
D  
C  
B  
A

Figure 1. Program Lattice: Social Skills,



appropriate to the job situation and withstand the psychological conditions that are associated with the job. Role playing is considered to be an effective technique by which disadvantaged trainees may be assisted in acquiring a behavioral repertoire necessary to deal effectively with the work environment. This approach is recommended in that it provides for: statement of goals in behavioral objectives which can be clearly understood by both counselor and trainee; the steps that are necessary to achieve the objectives are clearly specified; the new behavior to be learned can be practiced and rehearsed on the part of the trainee; trainee confusion and ambiguity can be minimized when the goals are clearly pointed out; immediate feedback can be furnished to the trainee regarding his performance; and trainee progress can be readily evaluated when goals are based upon performance and behavioral stand-

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# in-service activities

by Susan F. Kersch

**T**HE ROLE of the counselor is currently in a state of flux. Our changing society and the current scene that has evolved has caused one to reevaluate and reexamine the role of the counselor as a functional and, indeed, an integral member of today's society.

If the counselor is to respond to the new demands of his profession, changes will need to occur in counselor education programs as well as in the professional development of practicing counselors. All too often one's commitment to professional development starts to wane after one finishes a degree program and/or after a few years in the field. If the counselor is to be in the foreground and be equipped to play a decisive role in today's society he must have the necessary background and "tools" with which to operate.

In-service training and professional development assumes increased importance when we look at the new demands being made on counselors. Increased efforts in this realm are necessary, if not imperative, if counselors are to get involved, take a stand, and work to facilitate change. This is an important consideration for counselor educators and counselor trainees but most specially for practitioners — those on the "firing line." The need is not only for new skills and techniques but also for an awareness of what's happening and an improvement in interpersonal relations.

Counselors should be encouraged and supported to attend workshops, conferences, and classes as a means of stimulating professional development and increasing the utilization and investigation of new procedures and programs.

In-service activities need to be made available to counselors to encourage professional development by keeping them aware of what is going on in the field as well as encouraging increased involvement and participation. Several recent documents in the area of in-service activities are worthy of note.

The first, **Pre-Service and In-Service Preparation of School Counselors for Educational Guidance**, is a monograph which focuses on one specific aspect of guidance. The purpose of this monograph is to provide some impetus for enhanced pre-service and in-service preparation of counselors for the educational guidance function. Although this is only one of the concerns currently facing counselors, some of the ideas discussed are also relevant in other dimensions of the counselor's domain. Furthermore, pre-college and non-collegiate post high school guidance and counseling is too often viewed and performed as a routine matching process flavored with some "TLC." There are four sections in this monograph. The first part presents the findings of a four state survey of the opinions of 1,174 school counselors about preparation for the educational guidance function. The findings appear to present a clear mandate for more appropriate training for educational guidance. Part II suggests appropriate contexts and processes for implementing more effective training in educational guidance and counseling. The objectives of pre-service and in-service programs are discussed along with behavioral correlatives defined by counselor competencies. Guidance strategies appropriate to identified guidance program need to be analyzed. The general principle for creating an effective teaching-learning environment also apply to in-service education programs. Four important principles, which need be considered prior to the start of an in-service program, are given: (1) the staff and community should be involved in planning, conducting, and evaluating in-service education programs aimed at improving guidance and counseling services to youth who are in the process of considering college as an educational alternative; (2) in-service education is the joint responsibility of all levels of professionals concerned with enhancing the guidance and counseling services to youth who are considering college; (3) openness to change should be assessed prior to attempting an in-service education program; and (4) the individual professional counselor is

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ultimately responsible for his own continued growth and development. (Points 1 and 2 refer to pre-college counseling but are also applicable to non-collegiate counseling.) With these guidelines in mind, suggestions for in-service projects are given: (1) use of professional and private organizations as resources; (2) mobile supervisory units; (3) video seminars; and (4) conference theme coordination. The third part of this monograph describes various types of post high school non-collegiate educational opportunities and Part IV provides an annotated bibliography of materials useful in educational guidance and counseling.

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A second document of import in the area of in-service programs is by Dwight Carroll Rhyme and is titled, **Attitude Set, Group Learning, and Attitude Change**. It is the report of research conducted in a special training institute on problems of school desegregation held at the North Carolina Advancement School in Winston-Salem. This project was undertaken to determine the degree of attitude change related to group learning method, social attitude set, and characteristics of race, sex, and age among 72 teachers and counselors participating in an adult education program. The program provided an intensive educational experience which attempted, during an eight week period, to change cognitive and affective components of attitudes of prejudice among the participants. The study was concerned with the rational-irrational, social distance, and sympathetic identification dimensions of prejudice. Evidence is presented that supports a fundamental postulate of the study that attitude change is related positively to participation in an intensive adult education experience. Attitudes of the subjects changed in the predicted direction as related to participation in the institute of all dimensions of prejudice included in the study. The findings of this research support and strengthen the postulate as a basis for future research. The findings should also stimulate increased efforts to alter both attitudes and cog-

nitive structures of individuals in relation to minority groups. Psychological factors, social environmental and educational backgrounds are related to one's value orientation and a consideration of these factors will help the adult or in-service educator to effect attitude change. Attitude change has great importance in today's society as traditional values are reexamined and new demands are made by previously quiet minority groups. The fiber of our society is change; with the change comes a need for new actions, commitments, and orientations if counselors are truly to be helping persons. They must be aware of their own feelings and attitudes as well as those of their clients. Workshops that focus on change may be one way to help counselors evolve a more humanistic society.

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A third notable document is **Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research** by Leonard A. Miller, D. Esco Obermann, and others. This report deals with the continuing education of rehabilitation counselors throughout their employment. This type of a program requires information on: (1) the structure and patterning of tasks in the work milieu; (2) administrative practices and attitudes; and (3) counselor characteristics that specifically influence what effect continuing educational experiences of both the during-employment and through-employment variety have on desired outcomes. Research on instructional media has demonstrated that any format for training can be effective if designed according to what is known about teaching-learning linkage. Audiovisual hardware, macro forms of learning, laboratory experiences, and curriculum level structure are considered. Relating continuing educational outcomes to job performance criteria for the rehabilitation counselor is complicated in many ways, including the relative independence among intermediate criteria of counselor performance. Various past and present studies in continuing education for rehabilitation counselors

are included at the end of this report. The report also includes a listing of the factors to consider in setting up a continuing education program and recommendations for implementing the suggested activities. Although some are of interest only to the rehabilitation counselor, many of them easily cross over professional boundaries (e.g., [1] a continuing educational program should meet the counselor's need for practical, concrete training; and [2] the counselor should see that continuing education is a valuable, necessary part of his work experience).

In-service or continuing education is critical to increased counselor competence. Whether it be in the form of information giving, technique orientation, or self searching, it is something which will continue to gain in import and stature as counselors find themselves in the position of dealing with extremely varied situations and individuals. Changing pressures will require changing strategies, views, procedures and expectations. A counselor's education cannot stop when he receives a degree. He must be ever aware of what's happening and his role in it — whether it be a change in college admissions criteria or new rulings regarding civil liberties or privileged communication. Counselors must interact with and be aware of what their colleagues are doing. Conferences and workshop reports must be made widely available, regional and local workshops and conferences must be held and professional literature must be read. In this way the counselor will continue to grow and operate at a peak level in our dynamic, ever-changing society. The key is in-service activities; participation is essential; the stakes are high. ●

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"...Words are but the signs of ideas," said Samuel Johnson. When the words are published, ideas progress to action. One instrument of action, which has come to our attention at ERIC/CAPS, is a clearinghouse-newsletter-collective called Vocations for Social Change (VSC).

By their definition, VSC is a decentralized clearinghouse for persons struggling with one basic question: How can people earn a living in America in 1971 and ensure that their social impact is going to effect basic humanistic change in our social, political, and economic institutions? Nobody has any "real answers" to this question, but many ideas are being developed out of people's experiences. VSC helps make these ideas available to the general public so that each person's individual search can be enriched.

VSC began its formal existence in 1967 when a group of people in the South and Appalachia, who were working in the civil rights movement and other social action projects, formed a corporation to encourage full time work in social change. Part of their intent was to publish a newsletter, and provide an exchange of skills among those working for change full time and those wishing to. In March of 1968, several of these people who felt a need for a more national scope, set out for California, establishing new contacts along the way. An office for VSC was begun, and along with it, the newsletter.

The bimonthly publication, now a journal, is an outlet of the information that has come to the attention of Vocations for Social Change through an informal, though extensive, network of contacts and cor-



# VOCATIONS FOR SOCIAL CHANGE

response. It includes its various sections: descriptions of job openings with groups working for social change from a wide variety of viewpoints; proposals for new projects that need help getting started; new ideas that can be developed and adapted in one or many locations; descriptions of places where social action learning takes place in educational settings; articles on topics that relate to social change; and the names of resource groups and individuals.

The core of Vocations for Social Change is a group of about eight (often more, sometimes less) young people in Canyon, California. Two of them, Bob and Cisco, visited ERIC/CAPS during a recent trip to Michigan and surrounding states.

During their visit to ERIC/CAPS, it became apparent that VSC sees the counselor as an ally. Cisco put it this way,

What we're trying to do is bring the movement down out of the clouds and show people that it is

a very organic, very personal movement. There are some real positive things going on in every major city that we go to. It's just a matter of knowing how to go about finding them. The kind of thing that we're trying to get across to guidance counselors is that they have in their offices a tremendous amount of information about traditional careers in the society—"be a computer programmer, be a cook, be a doctor, or a dentist." Yet, I don't think that too many of the young people coming into their offices today are really interested in that information. In fact, if those young people who come into the counselor's office and are interested in those traditional occupations really knew what the role of the programmer, or cook, or doctor really is in the society, they would be much more hesitant to take that role on for themselves. It's not that these careers are bad, it's just the social context in which they are placed. Many movement people are working as programmers, cooks, or doctors.

Bob continued, "I think that counselors should expand the amount of (vocational) information that students have available, and should encourage them to think critically about the things they're interested in and their relationship to oppressive social institutions."

In their leaflet, "Vocations for Social Change—a different kind of counseling," they state, "The counselor must find ways of communicating this movement to students so that they can make decisions based on a full spectrum of vocational possibilities." Here are some of their suggestions (again, from the leaflet):

1. Invite speakers from a wide variety of social change projects to talk about their work.
2. Show films about people working for basic social change.
3. Have literature on hand which describes ways people are changing society and themselves, especially bulletins and newsletters from organizations.
4. Search out possibilities in your local area for summer and full time change work—encourage and help students to do the same.

Further information about Vocations for Social Change and subscriptions to the newsletter/magazine are available by writing to:

Vocations for Social Change  
Canyon, California 94316

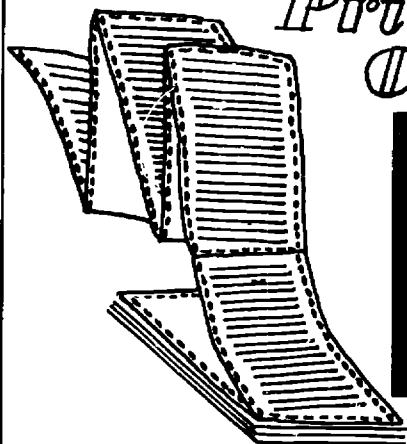
If you would like to see the magazine, single copies are free. They run entirely on donations. There is an institution rate of \$10 for one year.



Cisco and Bob visit with ERIC/CAPS staff



# Director's Print Out



In a previous "Print Out" we discussed a new sense of priorities that are being adopted by the ERIC system and the CAPS program. We have now completed our Washington review at which time we presented to the Office of Education and the Central ERIC staff what we see as appropriate priorities for our Center for the coming contractual year, and how we intend to implement those priorities. The session was a very interesting and interactive one. In attendance were the top hierarchy of Central ERIC plus important members of the counseling community, such as Dr. Willis E. Dugan, Executive Director of the American Personnel and Guidance Association, and Dr. Donald Twilford, Senior Specialist for Guidance and Student Services in the Office of Education. A major task for us was to be able to continue our major programmatic emphases under the difficulties imposed by a reduced budget during a time of rising costs. I would like to briefly summarize the major outcomes of our meeting, which may be of interest to our readers.

First, it was personally and professionally gratifying to see the strong support that our Center and its program received from the counseling community. Drs. Dugan and Twilford were particularly generous in their communication of the important role that ERIC is playing for counselors. We were also pleased to receive high marks from the ERIC staff for the efficiency and management of our Clearinghouse. It was clear that they regard the CAPS Clearinghouse as responsive to both Central ERIC criteria and the needs and interests of counselors.

The second outcome (less favorable than the first, but nonetheless important) was a fuller understanding of the atmosphere in Washington today relative to the status of guidance and counseling. It is apparent that, as a specific category or program, counseling and guidance is not seen as high within the Office of Education priority structure. Interestingly enough, many of the activities and many of the areas in which counselors are now involved are high priority areas. There is not enough association or linkage made between counselor involvement in such areas as counseling with the culturally distinct or youth alienation and drug abuse. It was clear from our interaction that counseling can be more readily sold through a specific problem need approach, rather than a generic role approach. My feeling is that if counseling is to receive broader support, it will be because it is seen as relevant and helpful in specific critical problem areas; counseling is not seen as a tool to bring about improvements in school and community situations.

The third outcome that was meaningful to us, was a broad base of support for the proposed CAPS program for the forthcoming year. In a previous "Print Out" we spoke in general terms regarding the plans for the next year. Now it seems appropriate to review, in more specific terms, our plans for the forthcoming year. Our plan is to develop an information system for counselors that builds upon and utilizes existing communicative resources and emphasizes those needs that are now being met. As we see it, this program needs three particular emphases.

First, we are undertaking a publication program that will be more vertically organized than it has been in the past. Our intention is

to develop a series of publications that will speak to the specific needs of our audience in a variety of settings, and will, in combination with other professional publications, help to fill many of the present informational gaps. Our approach calls for eight specific types of publications.

One will be an ERIC/CAPS newsletter, which will be mailed free to all interested people. We expect this to be a short, factual, and communicative news sheet that announces developments within the ERIC/CAPS Center and discusses other available resources.

Second, the present CAPS CAPSULE will move in the direction of a full bulletin journal with attention given to substantive issues and with a focus on available materials and resources for the specific needs and concerns of counselors. In contrast with the present CAPS CAPSULE, a nominal charge will be made so that it will be possible to increase the substance coverage.

Third, we will continue our analysis and review papers (Personnel Services Reviews). There will be additional series, such as the one on orientation, and single papers that will zero in on specific topics of concern. As you recall, this series is concerned with integrating a large body of knowledge on a particular topic and presenting it in a succinct way so that an individual, in relatively short time, can acquaint himself with the major findings in a given knowledge area.

Fourth, we intend to develop a program of selective dissemination usesheets for counselors. These will focus on informing counselors of new developments and innovations. The usesheets will present in quickly usable form, practice and programmatic information that counselors can read and adapt readily for their own personal and program use. The usesheets will appear several times during the year and will be available at a nominal cost.

A fifth point in our program will be the continuation of the Integrated Personnel Services Index (IPSI), but with a new emphasis. Future issues of IPSI, beginning in the fall, will include an information analysis section that will deal with the major developments during the previous six-month time period. We will identify the trends, significant documents, and exemplary programs, and discuss the general implications of materials made available during the time period. IPSI will be, not only a useful search tool, as it has been in the past, but a major source of updating on significant developments and trends within the field.

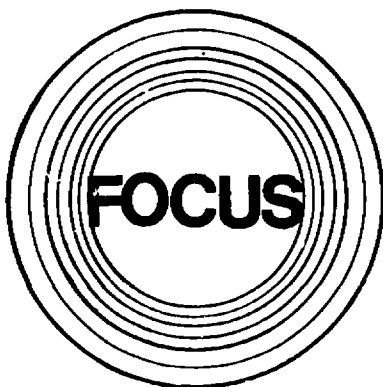
A sixth and new emphasis within our publications program will be the development of an annual of guidance and counseling developments. This annual, hopefully conducted in conjunction with writers and researchers within and outside of the Center, will focus on a discussion in depth of new developments and a consideration of adoption strategies for the most promising and useful innovations in counseling and student services. This annual will be concerned with presentations of innovations and resources that lend themselves to adoption and use by counselors in a variety of positions; rather than describing the "state of the art" in review, it will be a useful resource guide. We hope the new annual will enable a counselor to be more effective in utilizing resources in response to a wide variety of problems.

The seventh focus will be the continuation of the CAPS practice of preparing publications as a result of conferences and workshops in which CAPS staff participate. Increasingly, CAPS is being called upon to participate in significant local, state, and national programs where we are asked to provide input regarding a specific issue or topic. During the past year, for example, CAPS prepared a special program on youth for the Kentucky Personnel and Guidance Association. In the future we will expand the development of publications that grow out of these specially focused workshops, so that the knowledge generated in the workshops will be available to anyone.

The final emphasis in the total CAPS program will be an increased effort on the part of CAPS to work cooperatively and collaboratively with professional associations and regional groups in the more effective use of knowledge to improve programs and practices. For the coming year we look to increased and highly profitable association with the American Personnel and Guidance Association and other national, regional, state, and local groups. It is our earnest hope that through a pointed focus on our priorities, plus effective linkage with existing professional associations and groups, CAPS will be able to become a little closer to each counselor, and function as a more viable and useful resource for counselors and educators throughout the country.

Your suggestions, letters, and ideas have always been much appreciated. As you review our CAPS program for the past year and think about future possibilities, we would welcome your ideas and suggestions as to what has been proposed and what you see as desirable to develop.

*Gary R. Haly*



## ON COMMUNITY COLLEGES

by Ralph W. Bonfield

### HEAVY ROLE OF STUDENT PERSONNEL SERVICES

One of the basic differences in the stated goals of the community college and other post-high school institutions is the philosophical view of student personnel services and their responsibility to the students. The community colleges, some 20-odd years ago, indicated that they had a personal interest in providing a service that would aid their students in finding a program consistent with their present interests, aptitudes, and needs and further provide the linkage between their institutions and other local agencies. This role increased in size, scope, and momentum.

Jane Mattson in a recent article indicated some of the emerging practices. Ben E. Gold in another article describes a student assistance program. In the upcoming decade there will be unlimited opportunities to get the student personnel job done by using some kind of a kit.

The development of the curriculum in the community college has expanded at least three-fold in the last decade. Technology has been responsible for most of it. However, in addition, there has been placed on the community college the responsibility for providing education to an increased number of all age persons previously denied education of the post-high school level. Old learning methods won't work. Individual care and feeding is mandatory.

Some exciting statements in the community colleges today are: no more unsatisfactory grades, enrollment possible each day of the year, all courses count for credit (i.e., no credit distinction between vocational and academic courses—great!). What does it mean? An expanded role and responsibility for the student personnel worker. How can it be done? Only with special tools—I call it a "survival kit." With the increased cost of education, decreasing number of working hours for staff, and the expanded role of the SPW, utilization of outside help for the professional worker is mandatory.

#### SURVIVAL KIT INGREDIENTS

Counselor Aids (all areas)  
Group Counseling  
Student Administrators  
Student Government

Negotiating Teams (i.e. counselors, students)  
Ombudsman (joint selection)  
Strong Clerical Staff (no.)

A recent survey by our Center indicates that there are many institutions doing the job by outside support.

Let's all get some ideas submitted to the ERIC/CAPS Clearinghouse for dissemination to other institutions.

#### DID YOU KNOW...

For the second year, Wayne County (Michigan) Community College will operate in forty-six centers. An interesting note—the average age in the student body of over 14,000 is 25-plus.

Calendars are changing! Some schools have a four-one-four schedule, others have thirteen-three-thirteen-three schedules. The challenge is to work out a time pattern that fits the needs of the students.

A mobile center proves to be one successful way to assist potential community college students in deciding on post high school plans. For the past three years Washtenaw Community College in Ann Arbor, Michigan has equipped a walk-in delivery truck for visits at various county functions during the school year to provide information and counseling to prospective students. (If you would like further information, write to Mr. Robert McNally, Washtenaw Community College, Ann Arbor, Michigan.)

Northwestern Michigan College in Traverse City is the only two-year college in the world with a Maritime Academy. The academy has its own training vessels; it includes in-service training and, in a period of 33 months, provides an individual with an associate degree and a license as an officer on the Great Lakes. Knowing about these programs is a responsibility of student personnel. There are hundreds of other unique opportunities.

#### Plan for SUMMER WORKSHOPS -

The National Association of Foreign Student Affairs is cooperating with Northwestern Michigan College, Traverse City, Michigan, to present a regional workshop on "The Foreign Student in the Community College." The workshop is being held in response to the need by student personnel as community college enrollments, nationwide, show a rapid increase in foreign students. Invitations to the workshop are being extended to all community colleges in Michigan, Indiana, Kentucky, Ohio, Illinois, and Wisconsin. The exact dates of the workshop have not been decided; however, it will be one of the following three periods: June 18-29, July 5-6, or July 12-13, 1971.

The workshop director is Dr. Lonn Kerr, Dean of Students, Northwestern Michigan College, Traverse City, Michigan. The conference will be held on the campus, and housing facilities are available.

The ERIC/CAPS Center and the American School Counselors Association (ASCA) have planned a two-day workshop for Midwest community college counselors on "Career Developments for Community College Use."

The Conference will be held in Kalamazoo, Michigan at the Kalamazoo Valley Community College. Co-Directors are John Webber, Director of Counseling at Schoolcraft College and Vice President of ASCA for post-high school counselors, and myself for ERIC/CAPS. Local arrangements are being made by Bruce Kocher, Dean of Students, Kalamazoo Valley Community College.

The dates for this conference are also in the planning stages. It will be either May 27 and 28, 1971, or May 24 and 25, 1971.

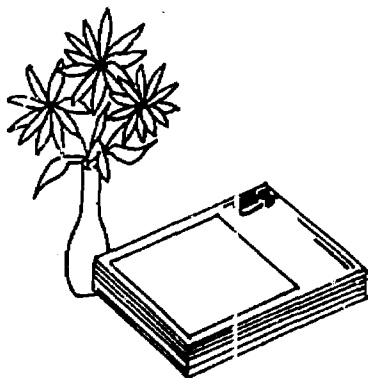
The format will include utilization of ERIC resources with a "take home" concept. For further information, call or write to John Webber, Schoolcraft College, Livonia, Michigan.





# PUBLICATIONS

ERIC/CAPS announces



## ***A Spring planning package for orientation directors***

*A review of model programs with implications for use in a variety of situations.*

## **New PSR Series Available**

As part of our continuing process of making information available in forms that are user-oriented, ERIC/CAPS has just published a new paper entitled, "New Practices in Student Orientation." The paper was written by CAPS staff member, Thomas A. Butts, who is also Director of Orientation for the University of Michigan.

The paper is the result of a search of ERIC materials, and a direct solicitation of new programs from around the country. It deals in five phases of orientation work in colleges and universities, including minority admissions and transfer orientation. See list below.)

As part of our popular Personnel Services Review series of information analysis papers, it contributes to a series of concentration on emerging areas of interest to counselors and personnel workers in all settings and at all levels.

The paper deals with the following areas:

**Innovations in Freshman  
Orientation**

**Orientation and the Culturally  
Distinct**

**Orientation in the Community  
College**

**Transfer Orientation and the  
Four-Year College**

**Parent Orientation Programs in  
Higher Education**

Copies of this review paper may be obtained by writing to ERIC/CAPS. (Use the order form inside the back cover of CAPS CAPSULE.) There is a charge of \$1.00.

\*\*\*\*\*

### **SPECIAL NOTICE**

Effective immediately, there will be a charge of 50 cents per copy on orders requesting multiple copies of CAPS CAPSULE. Single copies continue to be available without charge.

\*\*\*\*\*

## **New IPSI Available**

As we begin the third successful year of publication of the *Integrated Personnel Services Index*, we are pleased by the number of people who are ordering back issues of this publication in order to have a complete file. Our supply of Volume One, which indexes materials made available from January through December 1968, is depleted and there are only a few copies available. We encourage you to order at once if you wish to complete your file.

IPSI is a comprehensive listing of materials that are of interest to both researchers and practitioners in the counseling and personnel services fields. Each entry is abstracted, and subject and author indexes are provided.

Volume 3, Number 1 (covering materials made available from January through June, 1970) is now available. Some format changes have been made in this issue (notably a reduction in the type size), and we encourage your response to these changes.

To order, either Volume 3, Volume 2, or Volume 1, please refer to the form inside the back cover.

## CENTRAL ERIC PUBLICATIONS

Two new publications are available that provide a basic, one-stop index of all ERIC documents from the initiation of indexing in 1966 through the end of 1969. Both include a complete subject index and author index. They are:

**ERIC Subject Index 1966-1969.**  
Published by CCM Information Corporation,  
200 Madison Avenue, New York, N.Y. 10022.

**ERIC Author Index 1966-1969.**  
Published by CCM Information Corporation,

200 Madison Avenue, New York, N.Y. 10022.

The new CCM publication is divided into two volumes—Major Descriptors, and Minor Descriptors (plus Author Index). This provides a separate capacity for selective searches or exhaustive references.

The Prentice-Hall publication combines major and minor descriptors in the subject index. In addition, it includes an index by clearinghouse, and a numerical title list.

Either one of these volumes, used in combination with a partial or total ERIC microfiche collection, can provide an extremely valuable search mechanism. Each collection indexes almost 25,000 ERIC reports (ED 001 001 to ED 031 604).

The new CUE Semi-Annual Cumulation (January-June 1970) is also available from CCM (see address above) at \$12.50 a copy. It indexes 7,725 journal citations (EJ 011 708 - EJ 019 432).

The new CUE Semi-Annual Cumulation (January-June 1970) is also available from CCM (see address above) at \$12.50 a copy. It indexes 7,725 journal citations (EJ 011 708 - EJ 019 432).

### New Center on Economic Education

The M. H. Russell Center for Economic Education at Henderson State College in Arkansas has been designated by the Committee of Affiliated Council and Center Directors of the Joint Council on Economic Education as the national economic education center with responsibility for leadership in world-of-work economic education programs.

During the past two years, under the directorship of Phillip E. Powell, the Center has been involved in implementing Manpower and Economic Education (MEE), an occupational orientation program prepared for junior high students.

The Center maintains a library, which makes available loan copies of curriculum and other materials related to occupational orientation, economics, and the development of human resources. Eight 20-minute videotapes (from the MEE educational television series) may be borrowed from the Center for previewing.

For information, write to Dr. Powell in care of the Center at Henderson State College, Arkadelphia, Arkansas 71923.



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## CENTER ACTIVITIES

### Workshop on Future Presented at Western ACES

The ERIC/CAPS staff presented a one-day workshop for the annual conference of the **Western Association for Counselor Education and Supervision (ACES)** on November 24, 1970, in San Diego. Garry Walz began the workshop by summarizing some of the initial findings from the ACES study on the adoption of innovations and pointing out some of the directions counselor educators could take to develop better programs for the future. He warned those in attendance of the dangers of negative forecasting and reminded the group of the counselor educators who in 1957 claimed the counseling practicum would never be a reality.

Following the presentation by Dr. Walz, the CAPS staff presented some images of the future developed from ERIC materials, futuristic journals, and from a number of books that attempt to describe the future (Michael's *The Unprepared Society* and *The Next Generation*, Toffler's *Future Shock*, and Slater's *The Pursuit of Loneliness*). This material was condensed into 21 generalizations about the future to which our staff felt counselor-educators should react. These generalizations were then separated into five general areas and discussed by a panel of ERIC/CAPS staff members (Dr. Walz, Ralph Banfield, Tom Butts, and Marlene Pringle).

Area One was concerned with developing a picture of the kind of person who can function in the future—That person will be richer, better educated, live longer, live much faster, be able to make and break relationships with more ease, have a new and perhaps more flexible set of values, and be much more mobile than the man of the present. The CAPS staff was particularly concerned with what the increased mobility and need for flexibility and rapid decision making in people of the future would mean for our present education system. What kind of a system can accommodate the needs of future man?

Area Two was primarily concerned with society's reactions to rapid change, increasing interdependence of all segments of society, and a growing fear of losing destiny control. Reactions ranged from simple denial ("nothing has really changed") to passivity, hostility, anti-intellectualism, and other generally negative reactions to the idea of living in a highly technological society. We were particularly concerned with the roles counselors might assume in helping the present or past oriented person live in a world where "the future is now."

Area Three was closely related to Two; it was concerned with the decreasing importance of space differences between people and the increasing importance of time differences caused by rapid change. In essence, we were suggesting that the "generation gap" is real and that differences in age as small as three or four years can be important.

Area Four was concerned with the changing values in our society. Attitudes toward money, work, and leisure, for example, are rapidly changing. Money is more taken for granted and less of a motivator than has previously been the case. There is less and less acceptance of dull and unpleasant work and more demand for self-actualization in one's job. More people expect more from life now than at any time in the past. We maintain that such high expectations are not unhealthy or unreasonable if our society can begin to plan now.

Futuristic planning was our fifth and perhaps most important area. So far, society has tended to be reactive rather than proactive in its approach to problems. It is now possible for man to choose the kind of future he wishes to create, yet he seems unable to plan for that future. Perhaps he avoids planning because our society does not encourage the kinds of cooperation and acceptance of interdependence necessary for such decision making.

It was suggested in the presentation that it is our fear of the future; our lack of commitment to people, places, and values; as well as our methods which keeps us from planning. The ERIC/CAPS staff further suggested that counselors might address themselves to the problem of making futuristic thinking and planning part of the educational and democratic process even though the average educator, voter, or politician presently refuses to think or plan futuristically.

Following the ERIC/CAPS panel, the workshop participants were asked to react to the 21 generalizations; these reactions took the form of suggesting appropriate counseling behavior for counselors and for counselor educators. Those descriptions of appropriate counseling behavior and of the role of the counselor educator were then combined by a panel of participants (Martin Gortstein, Lynn Haun, Doug Gross, Jim Saum, and Curly Johnson) into a partially integrated model of counseling in the future. These images were then discussed by the audience and by CAPS staff members. The role of change agent was questioned; what form might this role take in order to respond to consumer needs rather than to the status needs of the professional? Also, if the counselor of the future were to perform some of the functions identified in the model, what kind of a support system would he need? What might be the role of government or of a professional organization in providing this support?

There was little agreement among participants (which, by the way, included both students and counselor educators) as to what the priorities of the future should be or how goals could best be accomplished. There was not, however, any lack of enthusiasm among the Californians as they debated the many possible alternatives.

## Mark Your Calendar for These APGA Events

### April 2 and 3 - Research Training Session

Members of the ERIC/CAPS staff are pleased to be able to present again this year a Research Training Workshop in conjunction with the 1971 APGA Convention. The workshop will be held on Friday and Saturday, April 2 and 3, 1971 in Atlantic City.

The workshop, **Utilizing Research to Improve Counseling Programs**, will deal with the translation of counseling and guidance concerns into terms which can be studied through research findings to improve counseling practices. Participants will be taught how to use the ERIC national information system, and how to develop designs for the operation of local micro-information systems to facilitate effective research and program decision making.

Special emphasis this year will be on utilizing research to meet the needs of youth, women, and the disadvantaged—populations which are essentially making the same demands for more opportunity to control one's own life, more influence on society, and more support for individual self-development.

### April 3 - Ancillary Workshop

This year, for the third year in a row, the ERIC/CAPS staff has scheduled an ancillary event in conjunction with the American Personnel and Guidance Association convention, which will be held this year in Atlantic City, New Jersey.

The ERIC/CAPS event, **Workshop on New Developments in Guidance and Personnel Services**, will be held on Saturday, April 3, 1971, from 9 a.m. until 4 o'clock p.m. It is open to all APGA members.

As in the past, the workshop will provide the opportunity to learn about new developments, to interact with colleagues about shared concerns, and to develop new program ideas. The workshop will be held in the Windsor Lounge of the Claridge Hotel. If you are planning to attend, please fill out the registration blank on this page, and return it to ERIC/CAPS. Registration is requested, but not mandatory.

### April 6 - The Counselor and The Feminine Protest

An ERIC/CAPS proposal to present a program on **The Counselor and the Feminine Protest** has been accepted by the program committee for presentation at the 1971 APGA Convention. The purpose of this workshop is to examine the numerous accusations that women's liberation groups have aimed at counselors: in essence, that counselors play a significant role in the subjugation of women.

**The Counselor and the Feminine Protest** will be held from 12:30 to 3:30 p.m. on Tuesday, April 6, at the Holiday Inn.

It is our goal to present a workshop which will encourage participants to review their own concepts of masculinity and femininity, to present that research which indicates bias in counselors, and to have counselors examine their own counseling behavior with a view of discovering and abolishing any behaviors which may in reality be unresponsive to the emerging needs and desires of the modern woman.

### ... and also on the program

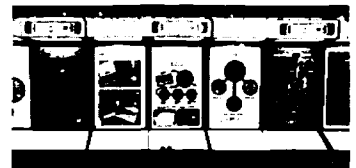
These ERIC/CAPS staff members will also be participating in programs at APGA:

Garry Walz will be a discussant in the program, **Microcounseling and Microcounseling Consultation Via Video Tape**, on Monday, April 5, from 9-10:15 a.m. (Location not available).

Garry Walz will be a presenter in the program, **National Assessment's**

At APGA

Look for ERIC/CAPS



Booth 211

in the  
exhibit area.

See you in Atlantic City!

### REGISTRATION

ERIC/CAPS Ancillary Event  
1971 APGA Convention  
9 a.m. - 4 p.m., Saturday, April 3, 1971  
Windsor Lounge, Claridge Hotel  
Atlantic City, New Jersey

Return to:  
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611 Church Street  
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48104

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## Ronald Havelock Studies ERIC/CAPS

As a part of its continuing interest in the utilization of knowledge, ERIC/CAPS is pleased to announce the participation of Dr. Ronald G. Havelock in the ERIC/CAPS program. Dr. Havelock is on a joint appointment within the University of Michigan, in the School of Education (with parttime attachment to ERIC/CAPS) and in the Center for Research in the Utilization of Scientific Knowledge (CRUSK). His participation in ERIC/CAPS activities is an extension of his recent experience and interest in the study of

information systems as a method of knowledge utilization.

Since joining CRUSK, Dr. Havelock has been responsible for several projects, including a major study entitled, *Planning for Innovation — A Comparative Study of the Literature on the Dissemination and Utilization of Scientific Knowledge*, (ED 029 171, MF-\$2.00, HC-\$25.45, 507P.). He is currently working on a monograph which deals with training for change agency at all levels of education.



Dr. Havelock



### CAPS Visitors -

On October 16, 1970, ERIC/CAPS welcomed representatives of the Kindai Counseling Center of Tokyo, Japan. Mr. ASO Yasumori, President of the counseling center led a study tour through the United States. Those on the tour were industrial counseling representatives from several of Japan's leading industrial firms to which the Kindai Center is a consultant.

## National Center for Information on Careers in Education

A new information center on careers in education recently began operation in conjunction with the American Personnel and Guidance Association. It is the result of a two-year contract awarded by the Bureau of Educational Personnel Development, U. S. Office of Education. The National Center for Information on Careers in Education is located at 1607 New Hampshire Avenue, N.W., Washington, D.C.

The Center evaluates and collects existing educational career materials, generates new materials, and serves as a research and central resource center for individuals and groups interested in careers in education or in recruiting within an educational group.

The Center's library contains print and non-print materials for use by students, counselors, and all interested in seeking current information on careers in education. The Center, however, does not act as a placement office.

In the Center's context, educational careers are defined to include functions performed in a variety of settings in addition to the classroom. Included are occupations that can be effectively filled by individuals who do not have, or do not need, the kind of academic credentials associated with teachers or administrators. School cafeteria dietitians, educational television technicians, and individuals who perform educational roles in business and industry are representative of the many occupations included in this general concept of educational careers.

### Staff on the Move

On October 23, 1970, Garry Walz gave a post-luncheon address to the Guidance Section of the Central Ohio Teachers Association in Columbus.

Also on October 23, Ralph Banfield made a presentation on ERIC/CAPS to the Guidance Section of the Northwest Division of the Indiana State Teachers Association in Hammond.

On October 28, 1970, several members of the CAPS staff (Garry Walz, Ralph Banfield, and Marlene Pringle) traveled to Lexington, Kentucky, where Dr. Walz gave the keynote address at the fall conference of the Kentucky Personnel and Guidance Association. The following morning, CAPS staff members put on a two-hour workshop and presentation of CAPS materials.

At the November 2 and 3, 1970, meeting of the Michigan Personnel and Guidance Association in Grand Rapids, ERIC/CAPS had an exhibit booth. Several of our staff were in attendance (Garry Walz, Ralph Banfield, Tom Butts, and Don Harrison) and participated at various points in the program.

On November 4, 1970, Susan Kersch and Carol Jaslow of the CAPS staff presented an all-day workshop for the counselor's interest section of the Port Huron region of the Michigan Education Association. The workshop participants played the Guidance Program Management Game (developed by Garry Walz and Susan Kersch), which consists of school situations and a series of programmatic options which the player or players used to construct a viable guidance program.

Ralph Banfield attended the First Annual Michigan Community College Administrators Association Conference on November 5 and 6, 1970, in Ann Arbor. The association has been organized to provide a vehicle for the articulation of professional information for student personnel administrators of community/junior colleges in Michigan.

Also on November 5 and 6, Garry Walz and Don Harrison took part in two sections of the 1970 Convention of the Wisconsin Personnel and Guidance Association in Stevens Point. The theme for the sessions was, "Relevant Counselor Behavior in Time of Crisis."



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*NEXT ISSUE: The Counselor and the Feminine Protest*

